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ABSTRACT

Outlined are plans for a 9-month elementary school-wide program of token reinforcement for the trainable mentally retarded (TMR), which is said to allow for later additional components. Program focus is to be application of reinforcement to TMR academic work. All children will take the Metropolitan Readiness Test in pretest and posttest design for program evaluation. Academic subjects featured are reading, writing, and arithmetic. Children will earn color-coded bottle caps as token reinforcement for correct academic work that can later be exchanged for back-up reinforcers. Program orientation for teachers and children are explained, with children orientation including response priming, reinforcer priming, diagnostic evaluation, and analysis of test scores. Appended are daily schedules for a teacher plan for management of increased enrollment, and for specialists in music, art, gym, and family center. Also appended are forms for recording token exchanges. (CB)

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RESEARCH AND DEVELOPMENT REPORT

VOL. IV, NO. 4 SUMMER, 1970

DESIGN FOR A NINE-MONTH SCHOOL-WIDE PROGRAM OF TOKEN REINFORCEMENT FOR THE TRAINABLE MENTALLY RETARDED

SUMMER, 1970

Atlanta Public Schools

Atlanta, Georgia

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R E S E A R C H A N D D E V E L O P M E N T R E P O R T

Vol. IV, No. 4 Summer, 1970

DESIGN FOR A NINE-MONTH SCHOOL-WIDE PROGRAM OF TOKEN REINFORCEMENT FOR THE TRAINABLE MENTALLY RETARDED

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PREFACE

In 1970, three studies were funded under the Elementary and Secondary Education Act of 1965 (ESEA), Title I (summer appropriation), and subcontracted to Dr. T. Ayllon, Professor of Psychology and Special Education, Georgia State University. The first report, "Token Reinforcement and Academic Objectives with the Trainable Retarded," (*Research and Development Report*, Volume IV, Number 2), was prepared by Dr. Ayllon with the assistance of F. Gerald McCullen, Kathleen Kelley, and Thomas Schneider, Jr. The second report, "A Comparison Between Standard Instruction and Reinforcement Program for the Trainable Retarded," (*Research and Development Report*, Volume IV, Number 3), was prepared by Dr. Ayllon with the assistance of Kathleen Kelley, and F. Gerald McCullen. A third article is a "Design for a Nine-Month School-Wide Program of Token Reinforcement for the Trainable Mentally Retarded," (*Research and Development Report*, Volume IV, No. 4). Since the data from the first study were a determining factor in planning the second study and the results from studies one and two were used in writing study number three, it is suggested that all three publications be read in the proper sequence.

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INTRODUCTION

A rapidly growing body of literature in the applied sciences has given rise to a shift of focus from the long-standing mentalistic and subjective methods of treatment and rehabilitation to more behaviorally-oriented approaches to still unsolved social problems. Empirical validation of the effectiveness of behavioral techniques has further increased the interest of social scientists in the application of these principles to a wide variety of settings and populations. Thus, many social problems which were typically treated with indirect forms of intervention, if treated at all, are now being re-defined into behavioral terms and successfully altered into adaptive social behaviors.

Although B. F. Skinner (1935, 1938, 1953) had written extensively on the importance of the contingencies of behavior in building the repertoire both adaptive and nonadaptive of the individual, little applied work was done until recently. Early work in behavior analysis demonstrated that many changes in behavior could be brought about by a rearrangement of the consequences which followed the emission of certain behaviors. Hart et al. (1964) demonstrated that the operant crying of a child, that is, crying which is produced for the effect it has on those around him, could be controlled by variation of an adult's response to that crying. Allen et al. (1964) used social reinforcement to increase the rate of social behavior of a nursery school child. Following the work of Wolpe (1958), Lang and Lazovik (1963) used desensitization techniques to reduce a phobic fear of snakes. Ayllon, Haughton, and Osmond (1964) reduced anorexia in mental patients by analysis of the learned behavior pattern and the contingencies that supported that behavior.

The first application of behavior modification techniques on a large scale was the token economy system designed by Ayllon and Azrin (1968) in a state mental hospital. The use of a token system enabled the researcher to introduce a wide range of reinforcers not only for purposes of variety but also to give wider control of the behavior to more stimuli in the environment in which it occurs. From this pioneer work, token systems have been successfully used in a wide number of settings. Phillips (1968) applied token reinforcement to reduce aggressive responses and to increase academic and social skills in the rehabilitation program of pre-delinquent boys. Paton and Morita (1968) shaped appropriate mealtime behavior in children by using token reinforcement.

Zimmerman et al. (1969) significantly increased productivity in a sheltered workshop with multiple handicapped adults whose prognosis for productive work had been very poor.

Educational settings have provided an opportunity for applications of behavioral principles to classroom behavior. Ward and Baker (1968) used teacher praise contingent upon appropriate behavior to reduce classroom disruption. Reduction of undesirable behavior was achieved through the use of operant techniques by Thomas et al. (1968) as well. Wolf et al. (1968) made considerable academic gains in a remedial class using points as tokens for correct work. Ayllon and McCullen (1970) indirectly reduced disruptive classroom behavior by strengthening academic output through the use of reinforcement for correct performance on classwork.

Two studies were recently completed in a local school for trainable mentally retarded (TMR) children. Ayllon, Schneider, and McCullen (1970) and Ayllon, Kelly and McCullen (1970) demonstrated the effectiveness of a motivational system based on token reinforcement as measured by the significant increases in standardized test scores as well as in daily classroom performance. Both of these studies were six-weeks program and although highly successful the results of these studies only speculate as to the long-term effects that could result from a school-year program of a token-motivated academic work.

The purpose of this proposal, then, is to outline the plans for a nine-month ongoing token program which would be flexible enough to allow for additional components, to be added as the program progresses. Although other phases of the program will be included, such as classes in homemaking, in the building of social and self-help skills, and in art and music, the central focus of this program will be the application of reinforcement to the academic work of these TMR children. The effect of a long-term token program on a standardized test, one of the main criteria used to determine a child's academic placement, will be the final evaluation tool for analysis of the program effectiveness.

METHODOLOGY

Subjects

Trainable mentally retarded (TMR) children enrolled at the Milton Avenue School will comprise the subject population of this program. This will include children diagnosed as mongoloid, brain-damaged, and familially retarded, and all others whose I. Q. scores fall within the 35 to 55 point range. All pupils will be in the program whether entering school in September or later in the year. Enrollment is projected to reach 160 by the end of the school year.

Setting

Milton Avenue School for the trainable mentally retarded will be the setting for this program. All classrooms and school facilities will be used in the program, including the gymnasium, playground, cafeteria, and a model apartment which will be used to teach homemaking skills. Additional settings will be added into later phases of the program and will be discussed later in the report. Such facilities include the Bobby Jones workshop and the educable mentally retarded (EMR) classes in the regular school system.

Personnel

Each teacher will have a maximum class size of 20 children which will be divided into two groups and each group will be supervised by an aide. The teacher will teach each group separately with the assistance of one aide. While she is engaged with one half of the class, the second half will be attending various activities with the second aide. General duties of the aides will include playing games with the children during teacher planning time, taking the lunch count and assisting the children at lunch, and all other non-academic duties. The teacher's time is freed to plan academic lessons and to administer her program without having to spend time with non-educational phases of the school day. A general outline of one teacher's daily schedule is given in the Appendix.

Other personnel will include a music teacher, an art and prevocational teacher, a physical education instructor, the school nurse, a family center teacher, and a hearing therapist. Each specialist will be assisted by the

aide for each group of children in her class. The daily schedule for each specialist in the program is given in the Appendix.

In addition to the regular staff, the program coordinator will be present throughout the school year. His function is to assist the teachers in program implementation and to monitor the performance of each individual child. Collection and analysis of program data will be the responsibility of the coordinator.

Evaluation of Program

All children will be given the *Metropolitan Readiness Test* (MRT) in alternate forms upon admission to the school and at the end of the school year. Scores from each test administration will be analyzed in order to determine the effectiveness of the school-wide program as reflected in the standardized test. Although experimental and samplings of the children's performance will be made during the program, the final evaluation measure will be performance on the MRT. This particular test was selected because it is a popular, widely-used measure of readiness for academic training. Further, it can be administered in a relatively short period of time with a predictive validity of future performance of at least .60 for the over-all test score.

TOKEN MOTIVATIONAL PROGRAM

Based on the successes of previous studies made in the same school (Ayllon, Schneider, and McCullen, 1970; and Ayllon, Kelly, and McCullen, 1970) as well as on numerous other studies citied earlier in this report as extensions of operant conditioning principles, the basic format to be used throughout the school year will be a token motivational program.

Response Definition

The educational objectives for this program will be defined in performance terms and the behaviors selected for observation and measurement are those most relevant to academic performance; reading, writing, and arithmetic. The focus of daily classwork will be on those activities which require reading and writing skills on the part of the children and further, which produce a standard and objective performance record of the child's work. This permanent,

written record has the advantage of being both observable and enduring in its effect, thus allowing for analysis and evaluation of the academic behavior beyond the immediate setting in which it occurred. Ayllon and Azrin (1968) have termed the rationale for using such a procedure the "Behavior Effect Rule."

Characteristics of Academic Stimuli

Mimeographed work sheets will be based on five major components of academic behavior: (1) words, (2) stories, (3) matching, (4) writing, and (5) arithmetic. These sheets will be based on modifications of standard educational material, such as the *Metropolitan Readiness Test* (MRT). These work sheets will be used in the classroom in order of difficulty.

Although the material used in the classroom by each teacher will be according to her particular emphasis and to meet the needs of her pupils, certain guidelines will be determined by the needs of her particular class. These guidelines are in preparation and will be given to the teachers shortly before the introduction of the token program.

Token Definition and Administration

Tokens will consist of color-coded bottle caps which are given to the child when he performs correctly in academic lessons. Only the teacher will distribute tokens and only for correct performance on the academic activities. The aide is responsible for keeping a daily record of each child's token earnings which will be given to the program coordinator at the end of each day.

Reinforcer Definition

The child will be able to exchange his tokens earned in academic work for a variety of back-up reinforcers. A special entertainment area will be set up in the gymnasium for the purpose of allowing the children to exchange their tokens for such items as books, games, puzzles, cosmetics, toys, balloons, candy and drinks, and such activities as roller-skating, dancing, playing in kiddie cars, and riding bikes. Another opportunity for token exchange will be durirg the lunch hour. Tokens may be used to purchase special lunch privileges such as eating in the classroom instead of in the lunchroom or having a picnic

outside. Second helpings may also be purchased with a token. Other privileges include a visit with the principal, helping the teacher pass our papers, and other classroom-oriented activities.

Token Exchange

The child will have an opportunity each day to exchange his tokens for back-up reinforcers during the period immediately following the token-earning period. This temporal proximity serves to strengthen the bond between receipt of reinforcement and the academic contingency for earning the tokens. The child may also use his tokens at lunch for the privileges described under "Reinforcer Definition." When a child wishes to exchange his tokens for some additional privilege such as erasing the blackboard or running an errand he may be permitted to do so by the teacher.

All token exchange is to be handled by the aides. A daily record will be kept of each child's token exchanges and will be collected at the end of the day by the program coordinator. A sample of the aides' record sheet is given in the Appendix.

PROCEDURES

Program Orientation for Teachers

Prior to the opening of school the teachers and aides will have a one-day orientation session to acquaint them with the program. Films and discussions of the mechanics which form the basis of token reinforcement will be the major focus of this session. Further, the role and responsibilities of each member of the classroom team of teacher and aides will be defined with an emphasis on the integral part each plays in the over-all scheme.

Beginning with this preschool orientation and continuing throughout the program, the teachers and aides will be assisted by the program coordinators. Instruction and direction will be readily available in the application of all phases of the token program. The coordinators will assist the teacher in her preparation of each child's program by monitoring the daily academic performance of each child. Thus, the coordinators will work with the teacher in adjusting

the level of difficulty in each child's daily work so that the complexity of the material is shifted as his ability increases.

Test Administration I

During the first two weeks of school, all children will be given special instructions in language and motor skills used in taking the *Metropolitan Readiness Test* (MRT). This is to insure that the scores from the initial test administration will more accurately reflect what the child knows rather than penalizing his grade due to his unfamiliarity with test-taking. Special attention will be given by the teachers to the development of such auditory-motor skills as "Make an X on ...," "Draw a circle around ...," "Match the items that are alike," and so on. All children will then take the MRT which will be administered under standard conditions.

Program Orientation for Children

Following this test session, token reinforcement for academic performance will be introduced into each classroom. Special procedures will be used in the initial phases of program implementation.

A. Response Priming

In order to build the behavior of correct responding on academic work without making the criteria so stringent as to discourage the children from making efforts to do well, the initial criteria for receiving tokens will be minimal. For example, rather than having the child copy the letters or figures perfectly, the teacher will give him a token for doing a portion of the copy work or for attempting to do the assigned task. These requirements for receipt of tokens will gradually be increased as the child becomes more familiar with the token system and the motivational component has been strengthened by means of experience with the token earning and exchange procedures.

B. Reinforcer Priming

On the first day, the tokens themselves will have no particular value to the children for the exchange possibilities will not have been established. Thus, the teacher will begin to build this bridge between tokens earned and the various back-up reinforcers by having

the children experience these events. For example, the children will be given free candy, balloons, and small toys in class and then, after having played with these items, asked if they would like to have some more. Predictably, the children will want more of the items and the teacher will respond that she will show them how they can get some more of these items. She will then have available a prepared item of academic nature for them to do and if the work is acceptable, she will give them a token. She will immediately exchange the token for an item of the child's choice. Then the teacher will have the children do a few more academic items and will give the child one token per "correct" item, exchanging the tokens after all the items have been completed. The teacher will give the children instructions throughout this priming session to insure their awareness of the academic performance -- token receipt -- exchange item linkage. This is in accordance with the "Prompting-Shaping Rule" (Ayllon and Azrin, 1968) which is based on the child's ability to respond to verbal instructions and prompts as well as the progressive shaping of the entire chain of behavior which forms the basis of this motivational system.

After this procedure has been carried out and the three member link has been established, the children will be introduced to the entertainment area of the gym and allowed to acquaint themselves with the many available items. This same procedure will be followed at lunchtime. The children will be allowed to sample the various possibilities available at that time ("Reinforcer-Sampling Rule"; Ayllon and Azrin, 1968). Token-earning in the classroom will proceed as usual but token exchange will thereafter take place only in the area specified for that behavior.

Although there will be some variation among the classes as to the rate of adaptation to the system and the academic level at which each class begins, the same basic program will be in operation throughout the school. The requirements for each pupil will also vary as a function of increased skill on the academic material. Again, it will be the responsibility of the coordinator to assist the teacher in the planning and implementation of her program and to increase the requirements of the children in response to their level of performance.

C. Diagnostic Evaluation

The token program will continue as outlined for all classes in the school for a period of approximately nine weeks, or until the end of the first school session. During the final week of classes a diagnostic administration of the MRT will take place. Earlier studies (Ayllon, Kelly, and McCullen, 1970) have demonstrated the effectiveness of reinforcement upon the child's motivation to perform well and thus, affects the final test score. The purpose of this evaluation procedure is to determine the effect of the token program upon individual children. Since it has already been experimentally demonstrated that test performance is significantly affected by the addition of the motivational variable, this procedure will be employed in the first evaluation session.

Following the procedure used by Ayllon, Kelly, and McCullen (1970) cited in the preceding paragraph, token reinforcement will be given for each correct item on the test. Exchange of tokens earned during the test will be carried out as a usual part of the daily program.

D. Analysis of Test Scores

At the time of this administration, the children will have been exposed to approximately nine weeks of maximal reinforcement in the token program. Further, since the test itself will be given with maximal reinforcement consequences available, the test data will reflect the interaction of two variables: (1) the amount of information learned through the motivational aspects of the token program and (2) the effect of increased motivation on the test-taking itself. With these maximized incentives directed upon test performance, test data will reflect not only a history with maximal motivation for academic performance, but further, immediate consequence for correct test performance. Analysis will be undertaken to define the following categories of children:

1. Children who do well on both the test and in daily work (as shown by the aides' record sheets) will be considered for a special class. The purpose of this class will be preparation of the child for entry into an educable mentally retarded (EMR) class in the regular school. An intensive training program using a number of different methods within the framework of the token

program will be the major plan for this special class. After several weeks in this special class, the performance of each of the children will be reviewed with the view of placement into an EMR class. If their performance is such that they could be expected to perform in such a setting, arrangement will be made to have them spend a few hours each week in an EMR class. The time will be gradually increased so that by the end of the school year it is expected that these children will spend the entire school day in the EMR class.

2. A second group of children whose response to the token program demonstrates that, even with maximal reinforcement consequences for correct classwork their performance is relatively low, will enter a different track in the over-all program. These children will continue in the token program but a different focus will be placed upon their academic work. Rather than emphasizing those skills which are tested by a standardized psychometric tool, such as the MRT, self-help skills will assume greater importance in their program. Simple arithmetic, writing, and basic reading, as these relate to general adaptability in their environment, will be the academic targets of their token motivational program.

3. A third group will also be defined. Those children who are approaching 16 years of age, at which time they will no longer be required to attend school, will be considered for admittance to the Bobby Jones Workshop for vocational training. Entry will again be gradual with the pupil spending up to several afternoons per week in the workshop while attending the morning session at Milton for general academics. The token program will be adjusted to conform with alterations in schedules of this and both other groups.

Test Administration II

The final evaluation of the program will be the results of the second administration of the *Metropolitan Readiness Test* (MRT). All children will be given the alternate form of the test regardless of the track to which they have been assigned. Statistical treatment of the data will be the major focus of the analysis of program results.

APPENDIX

DAILY SCHEDULE FOR A TEACHER

PLAN FOR MANAGEMENT OF INCREASED ENROLLMENT

8:30 - 9:30 A.M. Teacher Planning Time.

8:45 Teacher aides pick up children and take them to class.

Two (2) teacher aides will assist 20 children.

1. Getting wraps off
2. Getting children seated and occupied with games, puzzles, toys, and the like
3. Getting lunch money
4. Taking roll
5. Getting and serving milk

9:30 Teacher enters class

Teacher aide #1 accompanies 10 children to extra-curricular activities:

1. Music
2. Art and Prevocational
3. P.E.
4. Family Center

She assists teacher with extracurricular activities in program planned for the day.

Takes children to restrooms.

Teacher remains in class with 10 children and has the assistance of teacher aide #2. She will teach:

1. Readiness and academics
2. Language -- using tape recorder and language master, Bereiter Engelman techniques
3. Self-care and Family Center skills.

11:00 Teacher Aide #1 with first group takes children to restrooms and to lunch.

11:15 Exchange of tokens for Group B.

11:30 Teacher leaves room for lunch and planning. Teacher aide #2 takes children to restrooms and to lunch.

Teacher aides will assist children to rooms with food, and assist children in eating skills and good manners.

Teacher aides will assist children with brushing their teeth.

Teacher aides will assist children with cots and getting settled for naps. Naps will last approximately 1/2 hour.

12:30 P.M. — Teacher returns to classroom, has second set of 10 children, and is assisted by teacher aide #1.

Teacher aide #2 takes first group of 10 children to extracurricular activities.

2:00 — All children and aides return to original homerooms.

Teacher aides

1. Get milk
2. Distribute milk
3. Assist children in straightening room
4. Assist children in getting personal belongings and putting on wraps
5. Assist children to cars and buses, and trains children in good car manners. See children off.

Teacher returns materials to library and makes notes for tomorrow's program for individual children (group 2) on progress made.

2:15 — Exchange of tokens for Group A.

2:45 - 3:00 — Teachers' meeting.

CLASS 1-A

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
9:30 - 10:05	Music	Music	Music	Music	Music
10:05 - 10:40	Art	Art	Art	P. E.	Art
10:40 - 11:15	P. E.	P. E.	P. E.	P. E.	P. E.
11:15 - 11:30	- - - - -	- - - - - - -	- Restroom -	- - - - - - -	- - - -
11:30 - 12:30	- - - - -	- Lunch - -	- Teeth - -	- Nap - -	- - - - -
12:30 - 1:00 1:00 - 1:30 1:30 - 2:00	- - - - -	- - - - Language and Academics - - - -			- - - -
2:00 - 2:15	- - - - -	- - - - - Reinforcement Room - - - - -			- - - -
2:15 - 2:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

CLASS 1-B

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
9:30 - 10:00 10:00 - 10:30 10:30 - 11:15	- - - - -	- - - - Language and Academics - - - -			- - - -
11:15 - 11:30	- - - - -	- - - - - Reinforcement Room - - - - -			- - - -
11:30 - 12:30	- - Restroom - - - Lunch - - - Teeth - - - Nap - - - -				
12:30 - 1:00	Music	Music	Music	Music	Music
1:00 - 1:30	Art	Art	Art	P. E.	Art
1:30 - 2:00	P. E.	P. E.	P. E.	P. E.	P. E.
2:00 - 2:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

DAILY SCHEDULE FOR MUSIC SPECIALIST

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00	- - - - - -	- Supervise Children in gym - - - -			- - - - - -
9:00 - 9:30	- - - - - -	- - - Planning Time		- - - - - - -	- - - - - -
9:30 - 10:05	1 2	1 2	1 2	1 2	1 2
10:05 - 10:40	3 5 7	3 6	3 5 7	3 6	3 5 7
10:40 - 11:15	4 6 8	8	4 6 8	8	4 6 8
11:15 - 12:00	- - - - - -	- - Reinforcement Room - - - - - -			- - - - - -
12:00 - 12:30	- - - - - -	- - - - - -	LUNCH - -	- - - - - - -	- - - - - -
12:30 - 1:00	1 2	1 2			
1:00 - 1:30	3 5 7	3 6	3 5 7	3 6	3 5 7
1:30 - 2:00	4 6 8	8	4 6 8	8	4 6 8
2:00 - 2:15	- - - - - -	- - Reinforcement Room - - - - - -			- - - - - -
2:15 - 2:30	- - - - - -	- - - - - -	Clean-Up -	- - - - - - -	- - - - - -
2:30 - 3:00	- - - - - -	- - - - - -	Planning -	- - - - - - -	- - - - - -

9:30 - 12:00 -- "a" groups
12:30 - 2:30 -- "b" groups

DAILY SCHEDULE FOR ART AND PREVOCATIONAL SPECIALIST

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:30	- - - - - -	- - - - Preparation -		- - - - - - -	- - - - - - -
9:30 - 10:05	3 4	8 4	3 4	4 8	3 4
10:05 - 10:40	1 2	1 7	1 2	2 7	1 2
10:40 - 11:15	5	5 6	5	5 6	5
11:15 - 11:30	Extended work time for special projects/Reinforcement Room				
11:30 - 12:00	- - - - - -	- - - - - -	LUNCH - -	- - - - - - -	- - - - - - -
12:00 - 12:30	- - - - - -	- Preparation for next classes - -			- - - - - - -
12:30 - 1:00	3 4	8 4	3 4	8 4	3 4
1:00 - 1:30	1 2	1 7	1 2	2 7	1 2
1:30 - 2:00	5	7 6	5	7 6	5
2:00 - 2:15	- - - - - -	- Reinforcement Room		- - - - - - -	- - - - - - -
2:15 - 2:30	- - - - - -	- - - - Clean Up - -		- - - - - - -	- - - - - - -
2:30 - 3:00	- - - - - -	- - - - Planning - -		- - - - - - -	- - - - - - -

9:00 - 12:00 -- "a" groups
12:30 - 2:30 -- "b" groups

DAILY SCHEDULE FOR P. E. (GYM) SPECIALIST

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00	- - - - - -	- Supervise Children in Gym - - -			- - - - - - -
9:00 - 9:30	- - - - - -	- - - - Planning Time - - - - - - -			- - - - - - -
9:30 - 10:05	5 6 7	5 6 7	5 6 7	5 6 7	5 6 7
10:05 - 10:40	4 8	4 8 2	4 8	4 8 1	4 8
10:40 - 11:15	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
11:15 - 12:00	- - - - - -	- - Reinforcement Room - - - - -			- - - - - - -
12:00 - 12:30	- - - - - -	- - - - - -	- LUNCH -	- - - - - - -	- - - - - - -
12:30 - 1:00	5 6 7	5 6 7	5 6 7	5 6 7	5 6 7
1:00 1:30	4 8	4 8 2	4 8	4 8 1	4 8
1:30 - 2:00	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
2:00 2:30	- - - - - -	- - Reinforcement Room - - - - -			- - - - - - -
2:30 - 3:00	- - - - - -	- - - Planning Time - - - - - - -			- - - - - - -

9:00 - 12:00 -- "a" groups
12:30 - 2:30 -- "b" groups

DAILY SCHEDULE FOR FAMILY CENTER SPECIALIST

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:30	- - - - -	- - - - Preparation -		- - - - - - -	- - - - -
9:30 - 10:05	8	3	8	3	8
10:05 - 10:40	6	5	6	5	6
10:40 - 11:15	7	4	7	4	7
11:15 - 11:30 11:30 - 12:00	- - - Prevocational Training, Cafeteria - - - - - -				
12:00 - 12:30	- - - - -	- - - - -	LUNCH - - -	- - - - - - -	- - - - -
12:30 - 1:00	8	3	8	3	8
1:00 - 1:30	6	5	6	5	6
1:30 - 2:00	7	4	7	4	7
2:00 - 2:15	- - - - -	- - - Reinforcement Room		- - - - -	- - - - -
2:15 - 2:30	- - - - -	- - - - Clean Up - -		- - - - - - -	- - - - -
2:30 - 3:00	- - - - -	- - - - Planning - -		- - - - - - -	- - - - -

9:00 - 12:00 -- "a" groups
12:30 - 2:30 -- "b" groups

RECORD OF TOKENS
SPENT IN ENTERTAINMENT AREA

Class _____
Section A B

Date _____

Aide _____

Name	Number of Tokens Earned	Food	Music	Cars	Jewelry	Compass	Rent Comics	Airplane	Balloons			Total	Per Cent Spent
TOTAL													

RECORD OF TOKENS SPENT
OTHER THAN IN ENTERTAINMENT AREA

Class _____
Section A B

Date _____

Aide _____

Name	Special Lunch Priviledge	Extra Lunch	Other Activities During Day (Specify)			Number of Tokens	Total Earned During Academics (See p. 1)	Per Cent Spent
TOTAL								

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